DOCUMENT RESUME

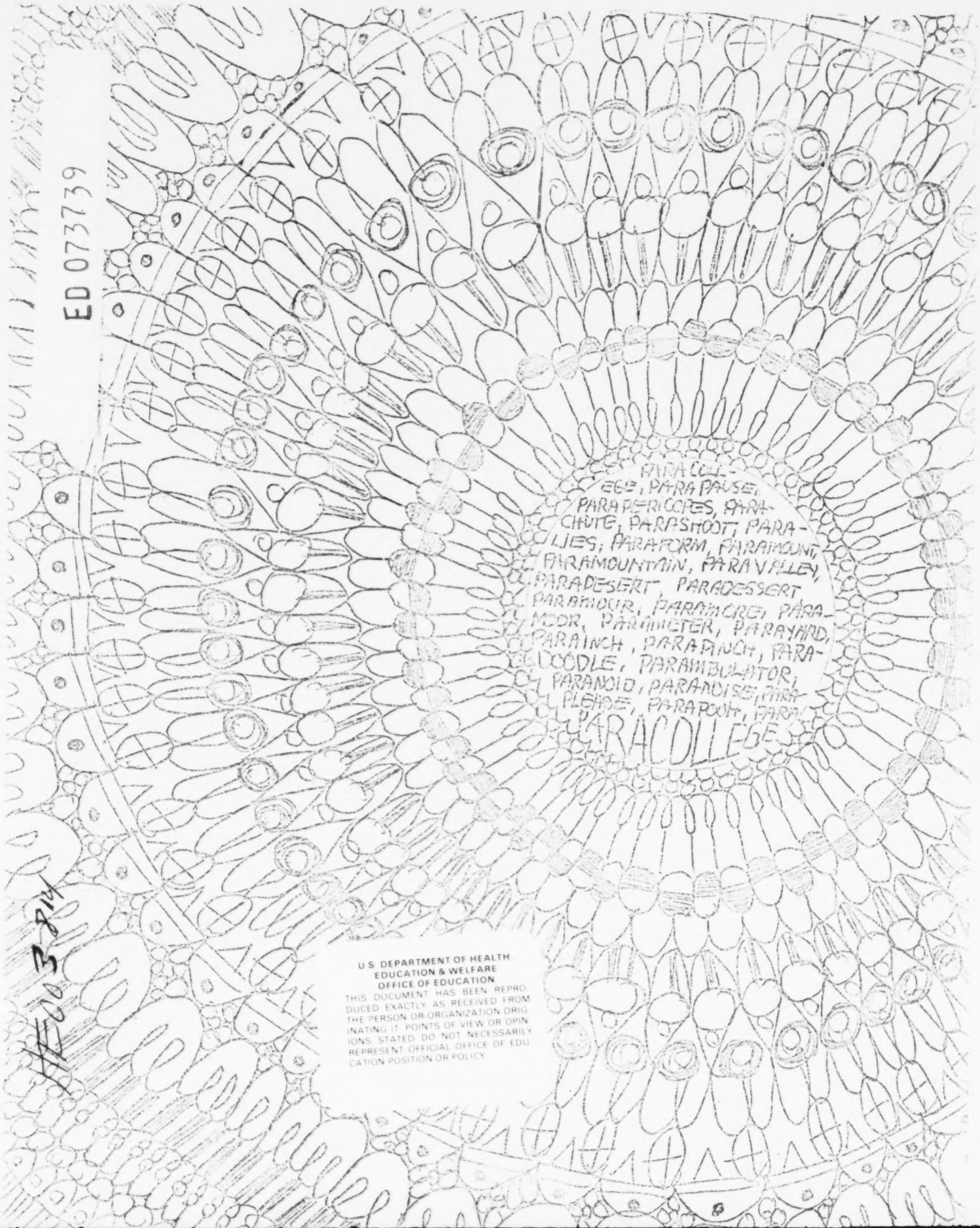
ED 073 739 HE 003 814

TITLE	Paracollege.
INSTITUTION	Saint Olaf Coll., Northfield, Minn.
PUB DATE	[71]
NOTE	31p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Educational Innovation; *Experimental Colleges; *Experimental Programs; *Higher Education; *Innovation; Instructional Innovation

ABSTRACT

The Paracollege of St. Olaf College is a satellite institution in which educational experimentation takes place. The paracollege has a student body of 240 and the faculty numbers 21. In addition to the other aims of St. Olaf as a whole, the Paracollege has as its objectives (1) to be an experimenting unit of St. Olaf College, always searching for and testing new or different means to achieve the goals of a liberal arts education; (2) to emphasize interdisciplinary and integrative studies; and (3) to impel students to assume more responsibility for their own education and that of their fellow students, both during their college years and later. This document presents a handbook of the college in which curricular and other information of importance is found. (HS)

FILMED FROM BEST AVAILABLE COPY


ED 073739
PARACOLLEGE
PARACOLLEGE, PARAPAUSE, PARAPERICOPES, PARACHUTE, PARASHOOT, PARALIES, PARAFORM, PARAMOUNT, PARAMOUNTAIN, PARAVALLEY, PARADESERT, PARADESSERT, PARAMOUR, PARAMOREI, PARAMOOR, PARAMETER, PARAYARD, PARAINCH, PARAPANCH, PARADOODLE, PARAMBULATOR, PARANOID, PARADISE, PARAPLEDGE, PARAPOINT, PARA
U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

Welcome to the Paracollege! This handbook, which has been prepared by the Paracollege Senate, is intended to serve as a kind of reference book of Paracollege policies and procedures. All Paracollege students should read it from cover to cover, and then refer to it from time to time when you need to know facts about the Paracollege. You will discover the real flavor and the life of the Paracollege only through its people; but this handbook will help answer some of your questions and dispel some of the rumors about how the Paracollege operates. The blue Paracollege section of the 1972-73 St. Olaf Catalogue provides a briefer explanation of the Paracollege; this handbook is more up-to-date and discursive, and contains much additional information.

Special thanks for this handbook go to Cathy Larson and Ann Reid, who chaired the Senate handbook subcommittee; to Fred Bunce, who once again provided a provocative cover; and to Marsha Kalfsbeek, who survived the agonies of typing this whole thing.

Have a good year!

David Wee
The Senior Fellow, 1971-72

100 Brief History

The Paracollege originated out of proposals for a satellite college first made by St. Olaf Vice President and Dean of the College Albert B. Finholt in 1967. The idea was studied by faculty committees and a proposal was made by a summer faculty committee in 1968. This proposal was accepted in its basic outlines by the St. Olaf faculty in the fall of 1968; and plans were made for the opening of the Paracollege in 1969.

The St. Olaf faculty established the Founding Committee, a bridge committee between the regular college and Paracollege, consisting of the president, the dean of the college, seven faculty, and two student members from the regular college, plus the initial faculty of the Paracollege. The Founding Committee was the main governing body of the Paracollege from its beginnings until the end of its first year, when the Paracollege faculty and students became responsible for its semi-autonomous governance, subject to the regular college faculty and administration.

The Paracollege began in September, 1969, with 70 freshmen and sophomores and a faculty of six. In 1970-71 it expanded to a student body of 145 and a faculty of nine. In 1971-72 it had 200 students and a faculty of 15 (six of them half-time). The Paracollege will reach its anticipated ceiling in 1972-73 with a student body of about 240, spread over all four classes. The faculty now numbers 21.

The Paracollege is one of a growing number of innovative programs at colleges and universities throughout the country. Between 100 and 200 such "cluster colleges" exist right now. None of them is exactly like the Paracollege. But we share many innovative goals with these other colleges, and experimental colleges have begun to organize. During 1971-72, Paracollege students and faculty attended two national conferences on experimental higher education. Such conferences will doubtless become annual events. And in September 1972 a newly-formed National Center for Innovative Higher Education, arising out of last year's conferences, will be established at the University of Wisconsin--Green Bay. All of this merely emphasizes that the Paracollege is a part of a large national movement.

200 Aims

As a part of St. Olaf College, the Paracollege accepts the statement of "Aims and Objectives" on page 6 of the 1972-73 St. Olaf Catalogue.

In addition to these aims and objectives, the Paracollege affirms the following purposes:

a. To be an experimenting unit of St. Olaf College, always searching for and testing new or different means to achieve the goals of a liberal arts education.

b. To emphasize interdisciplinary and integrative studies.

c. To impel students to assume more responsibility for their own education and that of their fellow students, both during their college years and later.

The Paracollege is an academic unit of St. Olaf College--a college-within-the-college--which was established to be a place where academic innovations might be tested without threats to the commitments or stability of the parent institution.

300 Curricular Structure

The Paracollege has discarded the traditional methods of academic bookkeeping to determine a student's progress toward the B.A. We do not keep track of grades, credits, and grade point averages. Instead, we are a tutorial-syllabus-examination system. Students indicate their progress toward the degree by passing two major ex-

aminations and fulfilling several other requirements. The faculty helps the students achieve intellectual skills through regular tutorials and other curricular offerings including lectures, seminars, workshops, and labs. Certain combinations of these offerings are organized into course-like units called syllabi (described below). But Paracollege offerings are not taken for credit or grade. The student develops with his tutor a personalized strategy of study, working at his pace and according to his particular intellectual needs, desires, and abilities; when he is ready, he takes his examinations. When he has passed them and fulfilled all other Paracollege requirements, he receives the St. Olaf B.A.

This structure achieves considerable flexibility and individualization for both students and faculty. It makes the student more responsible for his own education. Through our team-taught curricular offerings we attempt to emphasize integrative and cross-disciplinary learning. And we encourage students to learn with one another. We want the Paracollege to be a community of learning where all students and faculty have a concern for the learning not only of ourselves, but for all other members of the community as well.

400 Requirements

Summary

Each of these will be explained in detail below.

405 Primary Requirements
- :05 The General Examination
- :10 The Comprehensive Examination
- :15 The Senior Project

410 Secondary Requirements
- :05 The Freshman Seminar (or its equivalent)
- :10 Religious Studies
- :15 Creative Arts
- :20 The Teaching Requirement
- :25 Physical Education
- :30 Senior Seminar

415 Other Requirements
- :05 Regular tutorials
- :10 Two years of residence
- :15 Writing proficiency
- :20 Requirements for second-semester Freshmen

Explanation

Primary Requirements

405:05 The General Examination

This exam covers general education in the Natural Sciences, Social Sciences, Humanities, and Integrated studies. The full exam takes about one week, with a full day devoted to each part. A student may take the exam in several different ways:

a. he may sit for all parts of the exam during a single week (for the September 1972 exam, a student who takes the other three parts during exam week is excused from taking the Integration part).

b. he may take one or more parts at one exam offering, and other parts at later exam offerings.

c. he may fulfill all or part of the exam through the Portfolio method (or "Paper Route"). A full Portfolio Exam shall include a series of fourteen papers, eight-page minimum each, properly documented and with appropriate bibliography. Of the fourteen papers, four shall be in Humanities, three in Social Sciences, three in Natural Sciences, and four on Integrative topics. The student shall negotiate paper topics with the faculty of each area to insure that the papers exhibit the same range and level of abilities reflected in the General Exam. Each paper will be read by at least two tutors within the area of the paper's content. The student shall provide oral clarification of each paper unless

deemed unnecessary by all the readers of the paper. The minimum passing grade is C- on each paper. Any paper which falls below the passing mark may be rewritten and resubmitted to raise the portfolio to a passing level.

Students may take some areas of the General exam via portfolio, and others via written test.

The General exam is normally offered twice each year, in January and the first week in May (except that in 1972 it will also be offered in September). Students shall sign up for the General exam in advance, according to announced deadlines. The exam is normally given on campus, but by request we will mail it elsewhere to be administered to students on off-campus programs. Students may take the exam during any offering while they are registered at St. Olaf.

Students may retake any or all of the General exam in order to improve their grade. There are no fees for the retaking of any part of the exam.

The minimum passing grade on each area exam or each area portfolio is C-.

N.B.: No General Exam grades will be recorded on the student's permanent Paracollege record (transcript) until he certifies to the Senior Fellow in writing that he has no plans to retake any part, and that his best grades earned to date should be his official grades. A form for this certification may be picked up at the Paracollege office. The permanent record will include the grades on each of the three or four parts, and a cumulative grade.

The General exam shall be passed prior to sitting for the Comprehensive exam.

405:10 The Comprehensive Examination

This exam covers a student's concentration, or major field. Early in her final year, the student should pick up an Examination Contract in the Paracollege office. Then, with the help of her tutor and an examination committee of at least two other faculty members, at least one of whom shall not be a Paracollege fellow, she shall negotiate the scope, format, and date of her Comprehensive exam. The exam may take any form agreed upon by the student and the committee; it should be appropriate to the student's concentration, and may include written, oral, jury, portfolio, or any other components. The examination contract should be signed and submitted to the Senior Fellow.

For students planning to graduate in May 1973, this exam must be completed by 15 March 1973.

405:15 The Senior Project

This work should represent a fairly sophisticated level of performance during the advanced stages of one's work in a concentration or major. It may be begun at any time, but it should be started at least by the beginning of one's final year, and should occupy a significant portion of one's concentration studies during the last year. A project shall be understood to be a thesis (for most departments), a composition or recital in music, an art show in the visual arts, a laboratory project in the sciences, or any other approved project. The manner of evaluation will be determined by the supervising faculty member and invited faculty who will constitute the review committee.

For students planning to graduate in May 1973, the Senior Project must be submitted by 15 March 1973.

These three Primary Requirements are the only graded things which appear upon the Paracollege permanent record (transcript).

Secondary Requirements

These must all be fulfilled before graduation, but are not given grades on the Paracollege permanent record.

410:05 The Freshman Seminar

Required of each freshman during his first term. Limited to 12 students in each section, each seminar meeting independently under the direction of a Paracollege fellow or tutor. Each seminar is a course in itself, since each teacher defines the scope and nature of the seminar as he wishes, to introduce the student to serious scholarship and the intellectual life. Research papers and essays are required in order to develop the student's proficiency in composition.

The Freshman Seminar has two specific goals:

a. All students need a diagnosis of and most students need considerable training in writing, reading and clear thinking.

b. Incoming students should be involved in an intense, exciting intellectual experience, which this seminar will hopefully provide.

For Fall 1972, three Freshman Seminars are offered:

Education From a Social Science Perspective, William H. Newell.
Topics may include: psychology of human learning; socialization; education as investment in human capital; educational organization; centralization vs. decentralization.

Understanding Poetry, Haldor Hove.
Reading and talking about a wide assortment of individual poems. Emphasis on learning how to understand poetry for yourself, not on telling you what it means. Frequent writing of short essays on topics of interpretation and evaluation. Not a course in writing poetry.

Reconstructing Ancient Rome, Richard Olson.
A study in primary sources. What did it mean to be a citizen of Rome? To historians, poets, philosophers, politicians or farmers--what did each have to say of Rome and its ideology? The literary sources will be fundamental, but attention will also be paid to the archaeological evidence and its relation to the literature. Emphasis: how do we know? For example: how do we know that Julius Caesar was assassinated on March 15, 44 B.C.? No calendar was dated "44 B.C.!" When historians speak of the "facts" of history how do we know that they are "facts?" The history of Rome will be used as an example of the problems involved in historical methodology.

The Freshman seminar is treated as a regular St. Olaf course. It grants one credit, is graded, and appears on the regular St. Olaf permanent record card. On the Paracollege permanent record card it is merely checked off when completed.

Students transferring into the Paracollege after a semester or more of regular college study at St. Olaf or elsewhere are not required to take the Freshman Seminar.

410:10 Religion Requirement

The purposes:

1. Christian tradition. That students acquire critical understanding of Christian tradition or some segment of it. The study of Christian tradition remains a fundamental purpose because of its place in liberal studies in the West and the particular traditions of this college. Students are free

to approach their study through literature such as the Bible, through historical movements such as the reformation, through the thought of major figures or schools such as Niebuhr or Tillich or Augustine.

2. Religion and culture. That students acquire critical understanding of the interactions of religion and human culture. Students may select some project either in Christian tradition or other significant religious or quasi-religious traditions that further their understanding of the inter-relatedness of religion and human culture. They may study comparative religions, theology and literature, philosophy of religion, ethics and society, religion and personality. They may explore the theological presuppositions of non-theological culture or the historical and cultural circumstances surrounding religious experience or theological statements or movements.

3. Theological self-consciousness. That the acquisition of critical understanding of Christian tradition and the interaction of religion and culture not only further intellectual rigor but also, as far as possible, support students' quest for personal self-understanding and an articulate point of view on ethical and religious values whether this be Christian, humanistic, atheistic or whatever. So journals, credos, off-campus experience may be used for the requirement.

The requirement:

Each student shall choose his strategy for fulfilling the above purposes. He shall fulfill the first purpose and at least one of purposes two and three. He shall describe his strategy on Paracollege pink and note how it fulfills the purposes. When his strategy receives the approval of the coordinator of the requirement, it shall constitute the religion requirement. When his performance has been approved by the coordinators (during 1972-73, Leif Knecht and Vernon Faillettaz), the student will have fulfilled the requirement. Whatever strategy the student chooses, the minimum passing grade will be C minus.

The requirement intends to support student understanding at the post-general examination level or in general college terms, level II and III courses. Therefore, the following working rules govern the requirement. Students will normally have passed at least the Humanities section of the general and preferably all of the general examination; students may not submit work for the requirement already submitted for the general examination; students may not count level I college courses or Paracollege workshops for the requirement. These working rules do not preclude the right of students to petition for strategies that require altered working rules.

The following models appear to be productive strategies:

1. The portfolio model. Students shall write two papers, minimum 8 - 10 pages, which fulfill #1 above and either #2 or #3. Students will be free to attempt to fulfill the purposes by one paper of 15 page minimum, by three shorter papers, or two papers of different lengths. The papers will be judged primarily on the basis of intellectual rigor and their appropriateness to the purposes of the requirement, not primarily on quantity.

2. The seminar or course model. Students may complete specific comparable requirements for a Paracollege seminar that fulfill the above purposes. Some may select college courses that fulfill the purposes.

3. The concentration model. STudents may arrange their

concentration papers and examinations in a way that fulfills the purposes of the requirements.

4. The off-campus model. Students may elect off-campus programs that fulfill the requirements.

410:15 Creative Arts

A requirement that a Paracollege student shall participate in some significant creative art experience during his four years. The requirement can be met in several ways: a) by participating in St. Olaf performing groups, such as drama, music, oratory; b) by taking private lessons in music (four semesters); c) by taking a regular college course in painting, creative writing, sculpture, drama production, or oral interpretation; or by any other approved creative aesthetic activity.

The Paracollege office has forms on which each student shall describe the way that she has fulfilled this requirement. The form should be submitted for approval to either the student or faculty creative arts liaison (in 1972-73, Maarja Roth and Fred Bunce). The requirement is not considered completed until the signed form has been submitted.

410:20 The Teaching Requirement

Before graduation each Paracollege student must engage in some kind of teaching activity. This may include such things as leading discussion groups, teaching a seminar, giving a series of lectures, doing practice teaching toward a certificate, tutoring children, or any teaching activity approved by his tutor. The fulfillment of this requirement is supervised and certified by the student's tutor. A form for the purpose may be picked up in the Paracollege office.

410:25 Physical Education

The requirement:

A student shall complete 4 of any of the folloiwng: regular college phy. ed. class, proficiency test in a sport, an alternate phy. ed. activity, or participation in varsity or club athletics. Four different sports should be represented.

The role of the tutor:

The tutor keeps track of his tutee's progress in fulfilling this requirement. If the student's program consists of only regular college phy. ed. courses or proficiency tests offered by either the phy. ed. department or the Paracollege, the tutor may approve his program. Tutors will be notified of their tutee's performance on proficiency tests, and on the acceptability of any student's program which must be approved by the phy. ed. liasons (during 1972-73, Paul Feroe and William Newell). Tutors are expected to ask their tutees about progress in any approved alternate phy. ed. activity.

The role of the phy. ed. liasons:

They administer the Paracollege phy. ed. program, and communicate with the phy. ed. department. They must approve any student's program which includes an alternate phy. ed. activity, or a proficiency test not yet offered by either the phy. ed. department or the Paracollege. They must arrange for the preparation and administration of proficiency tests offered by the Paracollege. They must act on any student petitions concerning the phy. ed. requirement. In the absence of Senate action, they set Paracollege phy. ed. policy.

The role of the phy. ed. department:

The phy. ed. department provides phy. ed. classes for Para-

college students just as they do for students in the regular college. They also offer proficiency tests in sports they teach. They act as consultants, upon request, to the Paracollege phy. ed. liasons; in particular, they are available to offer professional opinions on the comparability of proficiency tests offered by Paracollege and regular college.

Proficiency tests offered by the phy. ed. department:

At the beginning of each year, the sports tested and the dates offered throughout the year will be posted on the Paracollege bulletin board. Sign-up sheets will be posted at the beginning of each season for students wishing to be tested that season. Shortly before the tests are offered, students who have signed up will be notified about the time and place of the test. Students may sign up for more than one test in a season. Requirements for passing each test, and supplementary bibliographies are located in the phy. ed. notebook in the Paracollege office. Students signed up to take a proficiency test should arrive at the designated time and place, or notify the tester otherwise well beforehand.

Proficiency tests offered by the Paracollege:

Proficiency tests in sports not offered by the phy. ed. department are set up by the phy. ed. liaisons. They contact the person they feel most capable of creating and administering a proficiency test in that sport. Paracollege students setting up and administering proficiency tests for the Paracollege will receive credit for one activity in that sport. These proficiency tests must be approved by the phy. ed. liaisons, who will first consult with the phy. ed. department to assure comparability with their phy. ed. proficiency tests. (Proficiency tests are currently being set up in backpacking, rock-climbing, ping-pong, canoeing, frisbee, rugby, and four-winged boomerang.)

Alternate phy. ed. activities:

Proposals must be approved by the liaisons, who will check for comparability with alternatives and for possibilities of joining with other students in the same activity. These activities will not be supervised.

410:30 The Senior Seminar

As the Freshman Seminar began the student's work in the Paracollege, so the Senior Seminar will bring it to its close. It is intended to be an exercise in the integration of knowledge, but now concentrated more intensely than any integration seminar. Students may initiate seminars too. The seminar is not graded, but participation is required.

For 1972-73, theSenior Seminars will occur after 15 March. The faculty coordinator will be Ron Lee, who will work with the senior students in planning the seminars.

Other Requirements

415:05 Regular tutorials while in residence.

While the Paracollege does not require attendance at lectures and seminars, it does require the student to attend regular tutorials during all semesters of residence. Every student is assigned to a faculty tutor, usually the tutor in his major field, although students and tutors may request change of assignment at the end of any semester.

A student shall normally meet with his tutor at least a half-hour every other week. Tutors often make different arrangements to meet needs of individual students. Occasionally tutors prefer meeting with more than one student at a time, particularly if the students make up a kind of tutorial sem-

inar group. The tutor is also the student's adviser, and replaces the adviser of the regular college system. The tutor's role is primarily academic. He helps the student adjust to his studies, inquires about his academic work, directs some of his reading, assigns papers and reads them, suggests courses that the student might audit, and teaches through any means appropriate to the student.

Each tutor has the freedom to work out with his students what strategies of learning might best assure academic progress for each student. To this end students are sometimes urged to keep a log--a "thought-journal"--in which they write every day. The log is not intended to be a personal diary, although personal concerns which bear on intellectual ones are pertinent. The intention is to get the student to write as a daily habit. Sometimes the student is asked to submit formal papers to the tutor. During the first two years the tutorials aim to develop the student's capacity for intellectual analysis and his ability to express himself clearly and coherently. He reads material not only for its informational value but for its role as a pattern of the techniques used by the human mind to grapple with particular problems.

When the Paracollege student declares his major, usually late in the sophomore year, he and his tutor begin to plan a satisfactory major syllabus and discuss schooling or career opportunities after graduation. Planning a program, choosing advanced courses, and mapping out independent study is largely the responsibility of the student. The relationship between the upperclassman and his tutor is one of an amateur and a professional scholar who discuss problems in a common field of inquiry and collaborate in the definition of a sound program of concentration.

As the Paracollege grows, the ideal tutorial group assigned to each tutor will consist of five seniors, ten second- and third-year students, and five freshmen. These will constitute a tutorial team wherein the more experienced students will be a resource for the less experienced. One of the aims within the total program of the Paracollege is that students shall seek to help each other rather than compete with each other.

The major tools for formal academic evaluation of a student are the three primary requirements, not the tutorials. The tutor constantly provides private evaluation of a student, but doesn't "grade" him each term. This frees the tutorial relationship for being one in which student and tutor work together to help the student achieve the intellectual qualities to be evaluated through the General Examination, the Comprehensive Examination, and the Senior Project.

415:10 Two years of residence

Each Paracollege student must spend at least two full academic years on campus or in St. Olaf programs off-campus as a fee-paying student prior to graduation.

415:15 Writing

Students are expected to exhibit proficiency in writing. They may work on this in Freshman Seminars, writing seminars, tutorials, or though any other means.

415:20 Requirements for second-semester Freshmen.

See section 705 below.

420 Petitions

Channels have been constituted that allow a student to petition for alternate means of satisfying any graduation requirement. Students should consult their tutor when considering drawing up their petitions. Forms are available in the Paracollege office.

Student petitions should:

A. Explain why the existing structures prove inadequate to evaluate the student's work.

B. Explain how their plans will achieve the objectives of the Paracollege program or the specific Paracollege requirement which it concerns.

C. Propose a structure of evaluation suitable to the student's program and adequate for faculty to estimate the performance level of the student

Petitions should be submitted to the Academic Review Committee.

500 Curricular offerings in the Paracollege

505 Syllabi

The syllabus is a description of an area of study that will be covered on one of the parts of the General Exam. For convenience, these syllabi have been divided into semesters. Each syllabus will consist of:

A. brief statements indicating the area of study for the syllabus.

B. readings that will discuss the recommended areas. Two types of readings will be listed:

1. Core Readings. The faculty recommends these readings as the most appropriate for the student studying in that area.
2. Secondary Readings. These readings go into certain aspects of the area study in greater detail and are recommended for the students who wish to pursue more in-depth study.

C. A schedule of lectures, seminars, proseminars, workshops, and preceptorials that will be offered by the Paracollege faculty and preceptors.

At the end of the semester, exams covering the material in the syllabi will be given upon student request. These serve as a channel for feedback for the student. Students transferring from the Paracollege may find it necessary to take these exams to receive credit for their studies.

505:05 The Humanities

In the humanities, the Paracollege concerns itself broadly with human cultures and human values. The General Exam in humanities will provide an opportunity for the student to demonstrate his ability to use and interpret resources of the humanities and employ mehtodologies used in humanities at the level of a second-year college student. On the basis of its resources, the present Paracollege faculty has chosen to tutor for the General Exam primarily within the humanities of the Western civilization, and employing the methodologies of philosophy, history, literature, fine arts and religion.

The Humanities I and II syllabi usually cover Western civilization from the ancient through the medieval periods. The Humanities III syllabus (not offered in 1972-73) focusses on specific periods, topics or themes. In the past it has taken up subjects as Romanticism or Man's Humanity in the Modern World.

Academic Year 1972-73:

I - Fall 1972, Tuesdays and Thursdays, 10:15 - 11:15, Athens, Jerusalem, Rome. Lectures on the intellectual, religious, and cultural history will complement the lectures on political and cultural history given as History 63. Students are encouraged to audit or take for credit History 63 along with Humanities I. H63 meets MWF 10:15 - 11:15.

II - Spring 1973, Tuesdays and Thursdays, 10:15 - 11:15, The Medieval World. Lectures on the intellectual, religious, and cultural history of the middle ages in Europe will complement the lectures on political and cultural history given as part of History 64.

505:10 The Natural Sciences

These interdisciplinary syllabi will emphasize scientific questions and problems which are common to many areas of science. The initial portion of the year will focus on evolutionary beginnings: the development of the universe and the origin of life on this planet. The problems of obtaining and processing information about our surroundings will then be considered. The second half of the syllabus will concentrate on questions raised when science and technology interact with society as a whole. Population control, energy production, the quality of life and ethical questions raised by scientific progress will be included as major topics. Lectures and laboratories will be given to supplement the syllabi.

Academic Year 1972-73:

Fall & Spring, Discussion 1:00 - 2:00 p.m., Tuesdays and Thursdays; Labs 2:00 - 4:00 p.m., Tuesdays and Thursdays. Interdisciplinary project-oriented laboratory and syllabus for non-science majors.

Beginning on a cosmic scale, theories of the origin of the universe will be discussed in the light of recent experimental observations of astrophysics. Can current physical theory account for quasars, pulsars, black holes? We shall then move to our own planet to consider the chemical origins and evolution of life on earth, including an introduction to heredity and mutation.

Tracing the evolution of a single organ, the eye, introduces the topic of sensory perception. After considering various sensory illusions, we shall trace the movement of information through the body by initially considering biological transducers. These devices convert external stimuli into electrical signals to be transmitted to the brain. The signals are transmitted by nerves; this mode of communication will be compared with other forms of signal transmission.

The study of the brain and the physiological basis of memory and learning will include consideration of the computer as a possible model of the brain; the concepts of artificial intelligence shall be introduced. The signal, which originates in the transducer, is conducted by the nerves, and is processed by the brain, causes a response by the muscle. The response of the muscle "closes the loop" and permits us to describe the body as a system, including mechanisms which protect the system from disease and injury. The semester will conclude with a study of forces at work in man's ecosystem, including the conservation of matter and energy, the recycling of chemicals, and the interdependence of living organisms.

History I & II

I - Fall 1972, Tuesdays and Thursdays, 1:00 - 2:00 p.m., Richard Olson - 6th-Century B.C. Seminar will focus initially on the cultural revolution erupting in the eastern Mediterranean World in the 6th century B.C. with special attention to Greece and the Near East. Possible areas of study include literature, art, religion, philosophy, science, and archaeology. The non-Mediterranean civilizations in this period will provide a secondary focus, e.g. the worlds of Buddha, Confucius, Zoroaster.

II - Spring 1973, David Lightner - American History. Seminar will focus on the materials and methods of American History.

Language I

I - Fall 1972, Konrad Kenkel - Language and Human Culture.

Literature I & II

I - Fall 1972, Thursdays, 2:30 - 4:30 p.m., Ronald Lee - Modern Drama. Over a period of ten weeks we will consider concepts of theatre and the nature of the genre, along with problems of playwriting. The focus will be on modern drama and our present expectations and ideas about it. A basic purpose of the offering will be to cultivate our responsiveness to theatre, both as literature and as performance. A number of plays will be read and studied in depth, and we will attend as many plays as possible in Northfield and the Twin Cities.

II - Spring 1973, Haldor Hove - Lyric Poetry. A genre study in lyric poetry, its form and content, up to and including the Renaissance, with emphasis on the Renaissance.

Music I & II

I - Fall 1972, MWF, 12:30 - 2:00 p.m., Anne Hall - 20th-century music. The proseminar will combine detailed analysis of five representative compositions with a survey of music literature of the first half of the century. Each participant will write five two-page analytical papers and make one major presentation of a composer.

II - Spring 1973, MWF, 12:30 - 2:00, Anne Hall - Instrumental chamber music. The chief aim of this survey will be for participants to increase their enjoyment of instrumental chamber music over its four-hundred-year history. There will be sufficient specific discussion of various works to prepare students to write critical analyses of music. Each participant should plan to write an analytical paper of from five to eight pages. No prior knowledge of music theory is required.

Philosophy I & II

I - Fall 1972, Tuesdays, 2:30 - 4:30, Karen Fiser - Social and political philosophy. Investigation of concepts basic to the relationship of man and society, such as state, authority, rights, justice, equality.

II - Spring 1973, Tuesdays, 2:30 - 4:30, Karen Fiser - Philosophy and Literature. The self and others. Seminar will explore the nature of the self as it is present in a range of literaty works. Problems for discussion include self-knowledge, knowledge of others, self-deception, individual freedom and the ability to change, individuality and community, and the relationship between the private moral life and public morality.

505:15 The Social Sciences

The social science syllabus outlines two semesters of offerings withsuggested readings. The objectives of this syllabus are to stimulate awareness of the economic, social, political and psychological dimensions of problems we face today and to provide a broad acquaintance with the tools, perspectives and knowledge that social scientists bring to bear on them.

The General Examination will ask that the student demonstrate: first, a well-rounded beginner's knowledge of the fundamental concepts in all four fields; second, problem-solving ability and comprehension of the ways that concepts fit together to provide systems of explanation in at least two--and preferrably all--of the disciplines; and third, the capacity to delineate problems and think analytically and critically when faced with undefined situations in the world of human relations.

Academic Year, 1972-73:

Fall and Spring 1972-73, MWF, 10:15 - 11:15, Newell and staff, Social Science as a Discipline.

This course is the major offering in the area. It draws on faculty from Economics, Political Science, Psychology, and Sociology. It provides an introduction to these fields through an examination of the construction and testing of theories in the social sciences and their underlying assumptions about the motivation underlying human decision-making. Where a discipline is split into different schools of thought, the differences in assumptions will be discussed. The course is aimed at students wishing an introduction to social science for their general education, and for students concentrating in the area who wish to study methodology and philosophy of social science.

510 Seminars

The Paracollege offers a wide variety of seminars and proseminars on many topics. The Freshman Seminars and Senior Seminars have already been described above. In addition, the faculty offers seminars in connection with syllabi, seminars in specific disciplines, and interdisciplinary seminars taught by two or more fellows in different fields. Further, students often offer seminars on topics of their choice. Paracollege seminars may occur at any time, and may be of any duration.

Periodically, seminars will be offered by Paracollege faculty or students who display a particular expertise they wish to share or have an interest in a certain subject or problem. These seminars are usually opened to the entire Paracollege community and are announced with a sign-up sheet on one of the Paracollege bulletin boards. The seminars need not be directed toward fulfilling any of the requirements. Students offering seminars that will fulfill the teaching requirement must carry it out with full recognition from their tutor. Students offering seminars to help other students fulfill a requirement must receive approval from the appropriate faculty.

Following is a list of seminars planned in advance for the academic year 1972-73:

510:05 The Humanities

Art I & II

I - Fall 1972, Tuesday, 2:30 - 4:30 p.m., Fred Bunce - Aesthetic problems in eroticism in painting and literature.

II - Spring 1973, Tuesday, 2:30 - 4:30 p.m., Fred Bunce - Architecture of the Middle Ages.

Religion I & II

I - Fall 1972, MW, 1:00 - 2:00, V. Faillettaz - Prophets and Prophecy. Papers and discussion will present the history, literature and theological importance of the classic Hebrew prophets of the 8th-5th century B.C. For a second project, students may compare two Hebrew figures or a present prophet from another religious tradition such as Islam, or a prophetic figure from Western poetry, politics, religion.

II - Spring 1973, MW, 1:00 - 2:00, V. Faillettaz - Religious documents of the Hellenistic Age. Papers and discussions will include key writings from Qumram, New Testament, Rabbinic Judaism, and other selections proposed by students, such as from Stoicism. Seminar will emphasize the close reading and interpretation of documents and seek to establish the main religious options of the Hellenistic age.

510:10 The Natural Sciences

Biology I

Fall 1972, MW, 1:00 - 2:00 p.m., Alice Burton - Molecular Genetics. For sophomores and juniors majoring in biology or chemistry. Lab to be arranged.

History of Science II

Fall 1972, Allen Hanson

Physics I

Fall 1972, MW, 1:00 - 2:00 p.m., David Grimsrud - Holography. The fundamentals and properties of this field, sometimes called three-dimensional lensless photography. Applications will be explored. Participants will have equipment available and will make their own holograms. Lab to be arranged.

Psychobiology I

Spring 1973, Alice Burton, For sophomores and juniors

Science and Ethics

Spring 1973, Alice Burton & Robert Weir

Theory of Theories I & II

Fall and Spring 1972 - 73, Paul Fjelstad. Continuation of present seminar on theory of theory. Emphasis will switch from second theory to the first theory. Theory design and criticism. No prerequisites for students who wish to begin seminar in the Fall.

510:15 The Social Sciences

Economics I

Spring 1973, William Newell, Economics of social issues.

Education I & II & III

I - Fall 1972, MWF, 1:00 - 2:00, Barbara Helling - Culture and personality. First of three proseminars for students in education, psychology, sociology and anthropology. Student presentations and discussion will emphasize the social and anthropological determinants of human development.

II - Spring 1973, Barbara Helling - Educational psychology.

III - Spring 1973, Barbara Helling - The School in Society.

Political Science I

Fall 1972, MW 2:10 - 3:10 p.m., Ann Kelley - Models in Politics. The models of politics regarding authority, decision-making and political behavior as exhibited in science fiction.

Psychology I & II

I - Fall 1972, Tuesdays and Thursdays 2:10 - 3:10 p.m., Sivanich -

Humanistic psychology. For students concentrating in psychology and related areas. The basic issues of humanistic psychology are examined through study of the biographies of figures such as Tolstoy, Hemingway, and Fitzgerald.

II - Spring 1973, George Sivanich - The ecology movement, social-psychological study of the development of values and attitudes.

Projected INTERDISCIPLINARY PROSEMINARS for Spring 1973

Sociology-Political Science: Kelley and Cupp - Blue-print for peace: organizational design for world peace-keeping organization.

Biology-Sociology: Burton and Cupp - Intelligence and race.

Psychology and History: Lightner and Sivanich - Germany between the wars: a study in psychopathological history.

515 Labs and Workshops

The Paracollege faculty offers numerous labs and workshops, usually in connection with the syllabi. Information about these is normally available from any fellow or on the printed syllabi.

520 Languages

While the Paracollege does not require language study, the faculty urges all students to achieve proficiency in language skills such as foreign languages, mathematics,and computer programming. The Paracollege permanent record (transcript) includes a section for describing the student's language abilities.

The Paracollege has a Committee on Foreign Language Study, which has been working with the St. Olaf foreign language departments and the fellow in foreign language (Konrad Kenkel) to develop significant programs of study in this area.

525 Teacher Education

In Minnesota a prospective teacher is eligible for certification if he holds a degree from an accredited and approved college and has completed "a teacher education program which shall include the minimum programs of preparation in the teaching fields...and 18 semester hours in professional education of which at least 4 semester hours (at St. Olaf this converts to 5 courses of which at least 2 courses must be in student teaching.) must be in student teaching." (From the Rules and Regulations of the State Board of Education)

St. Olaf is accredited and approved. You must graduate.

The definition of what fulfills the "minimum program of preparation" in a particular teaching field is outlined in special agreements between St. Olaf and the State Department of Education. These agreements, or "approved programs," are described in the St. Olaf Catalog as "Education Majors" in the fields of Art, English, Speech, Home Economics, Mathematics, French, German Latin, Norwegian, Russian, and Spanish, Music, Biology, Chemistry, Physics, History, and Physical Education. These programs are not just departmental requirements, then, but have been approved by and are required by the State. We in the Paracollege cannot substitute for these programs and expect certification. On the other hand, Mrs. Helling is engaged in talks with the State Department to see how much leeway we can look for. It is also possible that you major department may be flexible in some respects, recognizing Paracollege work as equivalent to particular courses.

The "professional education" requirement at St. Olaf, in addition to student teaching, consists of Ed. 63 (Educational Psychology), Ed. 64 (Principles of Secondary Education), Special Methods in the major field (½ course), and History and Philosophy of Ed-

ucation (½ course). The student teaching is an inflexible requirement, though all student teachers have a good deal of choice in their assignment. For the time being, at least, it appears that Ed. 64 and Special Methods should be taken in the usual manner. The requirements for Educational Psychology and History and Philosophy of Education can probably be fulfilled on an independent basis or in a Paracollege seminar as alternatives to Education classes.

600 Other Academic Opportunities

605 Registering for regular St. Olaf College courses.

A Paracollege student may register for regular St. Olaf College courses. To do this, one must go through the exact same registration procedures on registration day or thereafter as any other St. Olaf student. When a Paracollege student registers for a course, he is subject to every requirement of that course, including the taking of exams and the submitting of all required written work. He has no special privileges or dispensations by virtue of being a Paracollege student.

Regular courses for which a Paracollege student registers will appear on his St. Olaf permanent record (transcript) with credit and grade, but not on his Paracollege permanent record (transcript).

610 Auditing regular St. Olaf College courses

A Paracollege student may audit any regular St. Olaf College course with the instructor's permission. When one audits a course he does not register for it, nor does it appear on any permanent record.

615 St. Olaf Off-campus programs

Paracollege students are eligible for any St. Olaf off-campus programs such as the Global Semester, the term in Oxford, and the term in the Far East. One applies for these programs in the same way as do regular college students.

620 Paracollege leaves

The Paracollege has two forms of leave:

620:05 The Paracollege Off-Campus Study Leave.

For the academic year 1972-73, six Paracollege students each semester may be off-campus on a study program approved by the Paracollege. This program has been approved for this academic year only, as a trial period; its continuance for another year is subject to approval by the St. Olaf Staff Council.

Students on this leave are considered to be in good standing for draft purposes, and they will not go off the guaranteed cost program (students who are not on the guaranteed cost plan should not apply for an Off-campus Study Leave). While on such a leave, students will be charged a fee of $100 for semester I, $50 for the Interim, and $150 for semester II. Approval will not be given for a plan of study in the Northfield area.

Application forms for this leave are available in the Paracollege office. Students shall get tutorial approval of the study plan before submitting the form to the Senior Fellow. Deadlines for application will be announced, probably about October 1 and March 1.

620:10 Paracollege Leave of Absence

Students who plan to withdraw from St. Olaf and the Paracollege with the desire to return to both should submit to the Senior Fellow a written request for a Paracollege Leave of Absence. Normally he will grant such a leave in writing, thereby guaranteeing the student his place in the Paracollege once he has been readmitted to St. Olaf through the normal channels (the offices of the dean of men and women). This leave will save a student the possibility of not being readmitted to the Paracollege when he returns to St. Olaf.

625 The Paracollege Loop

This is a new program for regular college students. It of course does not apply to Paracollege students.

1. Any student at St. Olaf College who has completed 9 course credits may apply for admission to the Paracollege for a limited term. The term is one semester of study in the Paracollege, preferably preceded either by an Interim or independent study with the stipulation that in this preliminary period plans for the Paracollege semester be prepared with the assistance of his advisory panel. (See Paragraph 3)

2. The Paracollege Admissions Committee's selection will be made among applicants on the basis of their qualifications, plans, and interests and the availability of the appropriate faculty for tutoring.

3. While in the Paracollege Loop the student will pursue studies equivalent to four regular college courses and will be responsible to an advisory panel consisting of his tutor and two faculty members from the regular college selected by the student with the advice and consent of his regular college adviser. The student may select means to his educational objectives that are exploratory or focused, ungraded or graded, within disciplines or between them, and shall negotiate a contract with the advisory panel specifying the academic work expected and the means of evaluation to be employed. The Senior Fellow of the Paracollege will certify to the registrar the work done on the basis of the contract. Work done in the Paracollege Loop will be converted to regular college credit according to the then current procedures for converting the work of students transferring from the Paracollege to the regular college. If a student's Paracollege Loop semester includes work which is converted to more than two ungraded course credits, these will count for two pass-no credit courses out of the maximum of six and will exhaust the limit of two for the year.

4. The Paracollege Loop in no way alters the graduation requirements as stated in the regular St. Olaf catalog.

700 The Four-year Paracollege career

705 The First Year

The curriculum and requirements of the Freshman year attempt to help the student become oriented to independent study and to help develop the skills, modes of thought, and motivations needed to carry out studies successfully. Each student takes a Freshman seminar, described above (the seminar topics were chosen on the basis of recommendations by a student committee). These meet Mondays, Wednesdays, and Fridays from 1:00 - 2:00. The seminars are being coordinated by a team of fellows, who have arranged a program of joint sessions involving all seminar sections at both the start and finish of the semester. In addition, the

faculty will offer Freshman workshops on Mondays, Wednesdays, and Fridays from 2:10 - 3:00; these will be three weeks each of philosophy, music, and art or literature.

In order to provide some extra structures and feedback for Freshmen during the second semester, the Paracollege has established the following requirements for Freshmen during their second semester:

Freshman students (inclusive of second semester Freshman transfers) will choose to do one of the following options:

a. Take a skills and levels of understanding examination at the end of the Freshman year.

b. Take two independent studies within the Paracollege that will be graded A, B, C or P/NC. This grade does not appear on any transcript. These independent studies projects may be supervised by the student's tutor or any other tutor. There are no independent study options in the regular college for Freshmen.

c. Take a part of or the entire General Examination.

d. Write three papers. These may be portfolio papers towards the Portfolio Exam.

During the first year most Paracollege students devote most of their academic time to general studies in the liberal arts, but one may also be working on her concentration (major) as well.

710 The Middle Years

After the first year most Paracollege students pursue some combination of general studies and concentration studies. When one has passed the General Examination, he may devote up to all of his academic time to his field of concentration.

Paracollege students may design their own majors. We encourage students to create a study plan that they consider appropriate to their intellectual and vocational needs and goals, even if such a plan of concentration deviates from traditional departmental majors. But one may also pursue a highly traditional format of concentration studies as well.

A concentration study in the Paracollege should be so designed by the student with his or her tutor as to reveal a principle of coherence that justifies it. The concentration may be composed of both regular college courses and independent study. The student may begin concentration study at any time. A student is expected to submit a plan of concentration, signed by his or her tutor, to the Senior Fellow by October 1 of the Junior or next-to-final year.

715 The Final Year

At the start of the Senior year, a student should get a checklist of graduation requirements from the Paracollege office, and go over it with his tutor. He should complete a Comprehensive Exam contract with his evaluation committee, and make sure that he will fulfill all requirements before thestated deadlines. Seniors should note that nothing goes onto their Paracollege permanent record (transcript) until it has been fulfilled; thus if the Paracollege transcript is to be of help in graduate school admissions and job applications, requirements must be fulfilled before the application deadlines you want to meet.

All Seniors take a Senior Seminar (described above, section 410:30) during Spring semester.

For 1972-73, Ron Lee will serve as faculty coordinator for Senior students.

800 Admissions, Registration, Transcripts, Withdrawal, Dismissal

805 Admissions

All students who are accepted by St. Olaf College and have accepted admission by submitting their initial payment may apply for admission to the Paracollege. Depending on the number of applicants, students will be chosen largely at random, with adjustments made to assure a cross-section resembling the student body at St. Olaf College. The Paracollege is not an honors college. An attempt is made to distribute the students both by abilities and on a ratio of 40 per cent humanities, 30 per cent natural science, and 30 per cent social science. Students admitted because they were in one academic area, but who change their minds during the course of study and move into another area, will not be required to transfer to the regular college.

Transfer students will be accepted from both the regular college and from outside the college. The latter, however, must first accept admission at St. Olaf College. Students may apply for Paracollege admission up until the middle of their sophomore year, after which no one is normally admitted. A student admissions committee assists the Senior Fellow in implementing these admissions policies.

Up to twenty per cent of each Paracollege class may consist of students selected on a non-random basis.

810 Registration

The whole registration procedure is simpler for Paracollege students than for regular college students, but students should plan their study programs with their tutors in advance of registration days. You should work out your strategy of course registration, auditing, Paracollege syllabi, seminars, workshops, and independent study prior to registration day if possible.

On registration day you will fill out a full-page form which is for Paracollege use only. On this you will list, for office and tutorial records, all of your academic and extra-curricular activities. This is an unofficial form.

In addition, you will fill out an IBM registration card like all students use. This card should list only

a. The term "Paracollege--Full-time" (or, during Interim, "Paracollege Interim" if you are not registering for a regular Interim course)

b. The regular college courses for which you are actually registering.

Thus, if you are a Freshman registering for Freshman Seminar (Paracollege 11) and German 11, and are doing the rest of your studies outside of regular college courses, your card should look like this:

Barb Dwyer

SEMESTER 1

Parent or Guardian	Ralph Dwyer
Home Address Street	11 Culde Sac Blvd.
City	Function Junction
State & Zip	Minnesota 55000
Major	Undecided
Vocational Choice	Secondary Teaching
Date	5 September 1977

PARACOLLEGE - FULL-TIME

DEPARTMENT	Course No.	Class Sec.	Lab Sec.	UNIT	Grade	P/NC	INSTRUCTOR
Para	11	A		1			Hove
Germ	11	C		1			von der Vogelweide

UNITS 2 ADVISER'S SIGNATURE

You should fill out section numbers and instructors' names, and must check at the section tables to ensure that you can get into your courses.

To withdraw from a course or make a late change in registration, you should follow the normal procedures outlined in the catalogue or explained in the registrar's office.

The Paracollege has experimented in the past with its own informal registration party as a means of registering for Paracollege seminars and other offerings. Such future registrations will be announced when planned.

815 Transcripts

The transcript is a xerox copy of a permanent record card. You will have two such cards, one like that of every other St. Olaf student, and one exclusively for Paracollege students.

815:05 The Paracollege permanent record (see the sample attached)

Notice that this record will have very few grades on it--it includes only the grades on your three primary requirements (with the addition of the grades on each section of the General Exam. The secondary requirements are indicated only by a check mark when fulfilled. The language studies and Additional Information boxes will be filled in by your tutor just prior to graduation.

Notice also that the transcript includes much space for narrative comments by your tutor and examiners; this information will be the heart of your Paracollege record. This form will normally list no courses at all.

Because you may retake any section of the General Exam, no grades will be recorded on the General Exam part of the permanent record until you certify to the Senior Fellow that you do not intend to take any parts again, and that your achieved grades are to be made permanent. Forms for this are available in the Paracollege office.

815:10 The St. Olaf permanent record

This is exactly like that of all St. Olaf students. It lists every course you take at St.Olaf, whether you are in Paracollege or not. It does <u>not</u> include the information found on the Paracollege permanent record (except for name, dates, major, etc.)

815:15 Requesting transcripts

Whenever a Paracollege student requests a transcript from the Registrar's office, a transcript of <u>both</u> permanent record cards is sent out.

N.B.: When you request a transcript, be sure to indicate to the Registrar's office that you are a Paracollege student. And when you know that you will be needing a transcript, you should ask the Senior Fellow to send your permanent record information to the Registrar. The Registrar's office normally provides one-day service on transcripts, but they can only do this if you have arranged to have the needed information in their hands, and they can get it only from the Senior Fellow. During the During the Summer or when you are facing deadlines this matter could become crucial; you are responsible for requesting that the information be sent to the Registrar.

THE PARACOLLEGE OF ST. OLAF COLLEGE

_____ Degree _____ Major _____

Date Entered Paracollege _____ Date Graduated _____

See reverse side for a description of the Paracollege and its requirements.

PRIMARY REQUIREMENTS

THE GENERAL EXAMINATION Cumulative Grade: ☐

Humanities ..... ☐ Social Sciences ..... ☐

Natural Sciences .... ☐ Integration ..... ☐

THE COMPREHENSIVE EXAMINATION Grade: ☐

Topics Covered and Narrative Evaluation:

THE SENIOR PROJECT Grade: ☐

Description and Narrative Evaluation:

SECONDARY REQUIREMENTS	Check here
Freshman Seminar (or equivalent)	
Religion	
Creative Arts. Project:	
Teaching. Project:	
Physical Education	
Senior Seminar. Title:	

LANGUAGE STUDIES (not required)
Foreign languages, mathematics, computer science

ADDITIONAL INFORMATION

COPY

820 Withdrawal

When a student decides to withdraw from the Paracollege, she should officially notify the Senior Fellow of that decision. The Senior Fellow will then make official notification to the appropriate deans and the registrar.

In the event a student wishes to transfer from the Paracollege, either to the regular college or to another college, the ARC will certify to the Registrar the number of units of Paracollege studies completed. This certification will be contingent upon the tutor's recommendation, and upon any evaluative data the student submits. The evaluation will be lenient for a first semester freshman. The evaluation will depend on examination results or other means of extra-tutorial evaluation for any student who has been a St. Olaf student for a year or more. Assignment of units of Paracollege studies to satisfy distribution requirements will be made on the basis of the student's performance on syllabus examinations, or the General Examination, or by other means of evaluation. The Registrar will then evaluate the student's record and determine the graduation requirements for the student.

As soon as one has decided to withdraw, and if at all possible before the end of the academic term, the withdrawing student should sit down with her tutor and negotiate the number and designation of academic credits to be transferred to St. Olaf or any other institution. This is an important step in the withdrawal and transfer process, and should be done with care. Students may be credited with up to a full semester's credit for each semester in the Paracollege; if one's academic performance has not been satisfactory, she may be credited with fewer course credits than the maximum.

As soon as possible the withdrawing student should ask the Registrar for a new advisor (if one is transferring out of Paracollege into the regular St. Olaf program).

825 Academic Dismissal

The Academic Review Committee (ARC) shall consider the academic progress of any student when the tutor is concerned that the student is not making satisfactory progress; or on direct request of the student who may have concerns which fall either in the province of academic problems or evaluation(s). (For example, a student may have reason to feel the General Exam did not evaluate his progress). Requests for action must be presented in writing to one of the members of the committee. If he wishes, the student may request that his case be considered in the absence of the student members of the committee. If the student's tutor is on the ARC, he will be replaced by another Paracollege faculty member.

Request for an academic review of the progress of a Paracollege student by faculty and/or administration outside of the Paracollege, should be made only after consultation with the student's tutor, through the Senior Fellow.

Upon the request of the tutor or student and subsequent discussion with the ARC, the student may show or be required to show evidence of suitable progress toward his/her degree.

If evidence of suitable progress is given, the ARC shall notify the tutor and student to this effect.

If the ARC finds that the student's progress is questionable, the committee may require the student to:

a. take a syllabus exam(s)
b. take the General Examination
c. write a long paper
d. Provide other means of evaluation

Any of these actions constitutes an academic warning to the student, with an evaluation of his progress to be made following completion of the assignment. Then the ARC may put the student on a minimum of one semester probation.

If, subsequently, upon recommendation of a student's tutor that a student be dismissed from the Paracollege for academic reasons, the ARC, by a 2/3 vote, believes it to be in the student's best interest that he leave the Paracollege, such decision shall constitute academic dismissal, to take effect before the beginning of the next academic term.

830 Readmission

If a Paracollege student is academically dismissed, and wishes to return to St. Olaf at the end of one year, he shall first be readmitted to St. Olaf College through the Executive Committee of the Admissions and Academic Work Committee of the regular college and then the Paracollege Admissions Committee will determine his acceptability for the Paracollege.

A student who has left the Paracollege and St. Olaf College in good standing and wishes to return, shall first be readmitted to St. Olaf by the Dean of Men or the Dean of Women and then shall receive approval for a return to the Paracollege by the Senior Fellow (it is understood that this admittance to the Paracollege is virtually automatic).

900 Governance

905 The Parameters of Paracollege Governance

The Paracollege functions as a unit within St. Olaf College for the purpose of exploring a program of education alternative to that of the regular college. The St. Olaf faculty has authorized the Paracollege to provide a program of education where basic progress toward a degree is measured largely by the completion of the General and Comprehensive Examinations and a Senior Project. Thus, no legislation by the Paracollege can change the basic structure, but there is to be legislation about educational policy and communal life that fall within the structures authorized by the college. Structures within which the Paracollege functions are:

a. Since the B.A. degree awarded to Paracollege students is the St. Olaf B.A. degree, the Paracollege is not free to depart from the general pattern laid down at St. Olaf for a liberal arts degree--namely, satisfaction of some kind of distribution requirements.

b. That the guidelines of the 1968 Summer Committee were designated by the St. Olaf faculty as the guidelines for the first experimental college. Review would be mandatory within five years of this experiment. These guidelines are essentially the syllabus-examination method, along with tutorials.

c. That rules and regulations for St. Olaf students apply equally to Paracollege students.

d. The Paracollege faculty are faculty members of St. Olaf College and all rules and regulations governing tenure, rank, and promotion conform to St. Olaf College provisions for these matters, and also that it is a faculty right to legislate for themselves their own working conditions, subject to St. Olaf regulations.

Thus, any decision of a Paracollege governing body affecting the above matters would automatically be referred to the suitable governance bodies of St. Olaf College.

910 Paracollege Governance Structure

910:05 The Senate

Legislative power for both curriculum and community life, working within the parameters mentioned above, shall be invested in the Paracollege Senate, which shall consist of six faculty and six students, with the Senior Fellow of the Paracollege as the ex officio and voting chairperson of the body.

The Senate shall make all decisions concerning the educational operation of the community, its government, and the common activities of the community. The Senate shall be the regular channel for revision of internal structures of the community and making of recommendations to other structures of the college. The establishment and allocation of the Paracollege operating funds shall be the responsibility of the Senate, to be implemented by the Senior Fellow. The Senate shall serve as the final court within the Paracollege in matters of academic discipline.

The manner of the election of students shall be a matter to be decided in accordance with the following:

The student senators did establish procedures for election and elected six students to the Community Senate to serve for the academic year 1971-72. Students were put on a ballot by submitting a petition with 20 valid signatures. Elections were then held, one person-one vote, with the candidates having the six highest amounts of votes being senators. Procedures for electing student members of the Community Senate after the second semester, 1971-72, shall be established by the Senate before October 1, 1972.

The faculty shall elect its members to the Senate in any way it chooses.

Motions must achieve a majority of seven votes to pass the Senate. If any legislation that has been passed by the Senate is sent back to the Senate for reconsideration, it must then achieve a majority of eight votes to pass the Senate. A piece of legislation may be sent back to the Senate for reconsideration only once. If a measure passes reconsideration, it shall immediately take effect.

910:0500 Units under Senate jurisdiction

910:0505 The Academic Review Committee (ARC) See section 825

The Academic Review Committee of the Paracollege will be given jurisdiction over matters delegated to it by the Senate as defined in these procedures. The committee will be composed of three faculty members elected by the faculty and two students elected by the students. The student senators shall act as a nominating committee of students to be elected, though additional nominations will be accepted from the floor of a convened student assembly. Members of Senate may not serve on the Academic Review Committee.

Any action of the Academic Review Committee must be approved by a simple majority of those presenting a quorum. A quorum shall consist of three-fifths of the committee membership. Appeals of the Academic Review Committee's action may be made to the Senate.

Before disbanding for the summer, the Academic Review Committee will arrange for an acting ARC to function during the summer, if necessary.

910:0510 Paracollege Admissions Committee

This committee, composed of three students to be elected

by the students, will assist the Senior Fellow in implementing Paracollege admissions, and in recommending admissions policy matters to the Senate.

910:0515 The Center for Educational Innovation (CEI)

A committee on Experimental Education will act as a source of research, feedback, and new ideas for the Paracollege. Weekly meetings will be held to consider group, subgroup and individual action. The committee will be composed of all members of the Paracollege who want to participate. The following will be included in the work of the committee:

a. Research on present operations of the Paracollege through various means including written and oral surveys and personal interviews.

b. Correspondence with and visits to other experimental educational institutions.

c. Study of published materials on experiments and studies in higher education.

d. Collection of information on responses of graduate and professional schools to the Paracollege and similar colleges.

e. Work on possible applications of findings and original ideas to the Paracollege and making new findings, ideas and proposals available to the appropriate members of the Paracollege faculty and student body.

f. The committee shall be responsible to the Senate for periodic reports.

910:0520 Ad-hoc committees

The Senate may create ad-hoc committees at any time, as it has done in the past for such concerns as orientation, the handbook, the study of secondary requirements, and jurisdictional parameters.

Note: The Paracollege no longer has the committee affectionately dubbed the "Concentrations Camp." The former duties of that group are now assigned to the Senior Fellow and the Executive Committee.

910:10 The Faculty

The faculty, or fellows of the Paracollege, meet upon call of the Senior Fellow to consider curricular and other matters not covered by Senate jurisdiction. The fellows shall establish their operating procedures each year.

The Senate has relinquished to the faculty its potential voice in the hiring of faculty, provided that the fellows solicit and consider student opinion in hiring decisions.

The Senior Fellow is the Paracollege administrator and a half-time teaching fellow. He is aided by a faculty Executive Committee, which is composed of the three area coordinators, to be chosen by the fellows in each area (at the start of 1972-73, these fellows are Alice Burton, Natural Sciences; Anne Hall, Humanities; and Bill Newell, Social Sciences).

The faculty has decided that its representative membership on the Senate, the Executive Committee, and the ARC shall be mutually exclusive, i.e., no fellow may serve on more than one of these at once.

910:15 The Community Assembly

The Community Assembly shall include all members of the community, both faculty and students. Each person shall have voice and vote. The Community Assembly shall meet at the re-

quest of the Senate, the faculty, or one-quarter of the student body to discuss and debate matters concerning the common life of the community. The Community Assembly may by a simple majority vote of those present at a regularly called meeting, demand reconsideration of any decision made by the Senate.

910:20 Students

On occasion Paracollege students act as an independent body, especially to choose representatives to the Senate.

1000 Miscellaneous

1005 Schedules

Paracollege shares all St. Olaf facilities with the regular college. Paracollege students have the same access to these facilities as any regular college student.

The faculty organize their offerings to avoid conflict with the academic year calendar of St. Olaf; the number and duration of these offerings are unrestricted. Most Paracollege offerings occur during the normal St. Olaf class schedule hours.

1010 Relationships with the regular college

Paracollege students are full-fledged students of St. Olaf College. They are eligible for all St. Olaf extra-curricular activities, including academic, social, athletic, and musical programs and organizations. The faculty of the Paracollege are regular members of the St. Olaf faculty and of departments in St. Olaf College. The Paracollege Community shares the responsibility of St. Olaf's government with the regular college community. The Paracollege has no extraordinary social privileges.

1015 Fees and Financial Aid

Paracollege students are subject to the same fees required of all regular St. Olaf students, and to no special fees.

Paracollege students are eligible for the same kinds of financial aid as all other students, for which they should apply through the St. Olaf Financial Aids Office.

1020 Honors

The Paracollege does not have a policy of granting honors to its students. But Paracollege students are eligible to be elected to Phi Beta Kappa and to be granted distinction by departments in the regular college.

1025 The Ken Bonde Memorial Paracollege Awards

The Paracollege has received a permanent fund from the Ken Bonde family to be used in some way agreeable to the Bonde family and the Paracollege. In May 1972 the first awards were given, to graduating Seniors Joseph Belshan, Thomas Carson, and Robert Thomsen, chosen by the fellows of the Paracollege as the three outstanding Seniors.

Because of a recent decision by the Senate that the Paracollege not grant honors, the future use of the Bonde funds is subject to further decision, both within the Paracollege and with the Bonde family.

1030 Facilities and Community Life

The Paracollege has no building of its own. In Holland Hall, rooms 553 - 556, we have the offices of the Senior Fellow, two other fellows, and the Paracollege secretary. Here we keep our central files, etc. Two large bulletin boards are in the corridor outside. Two fellows have their offices in Ytterboe Hall, where most Paracollege students live. All other fellows have offices with their respective departments around the campus.

For its academic offerings, the Paracollege uses regular St. Olaf classrooms, as well as a few other bizarre places.

All Paracollege students who wish to live together on campus reside in Ytterboe Hall, a coed dorm. Others live at chosen places on or off campus. In Ytterboe are two official Paracollege bulletin boards for the posting of notices. The large Paralounge in the Ytterboe basement is the locus of numerous special Paracollege events, including the regular Tuesday evening student-faculty dinners that have characterized our past (and repast). A Paracollege student serves as a paid Paralounge supervisor.

Fellows of the Paracollege

Name	Fellow in	Discipline	Office	Extension
Fred Bunce	Humanities	Art	FH29	448
Alice Burton	Natural Science	Biology	SC228	451
Bill Cupp	Social Science	Sociology	H405	304
Vern Faillettaz	Humanities	Religion	CT303	439
Karen Fiser	Humanities	Philosophy	H503	542
Paul Fjelstad	Natural Science	Mathematics	H556	538
Dave Grimsrud	Natural Science	Physics	SC124	240
Anne Hall	Humanities	Music	FMCH204	438
Allen Hanson	Natural Science	Chemistry	SC320	328
Barbara Helling	Social Science	Education and Sociology	FH34	332
Haldor Hove	Humanities	English	L308	311
Ann Kelley	Social Science	Political Science	H165	219
Konrad Kenkel	Humanities	German	M103	340
Ron Lee	Humanities	English	L207	564
Dave Lightner	Humanities	History	Y134B	572
Bill Narum	Humanities and the Senior Fellow	Philosophy	H555	537
Bill Newell	Social Science	Economics	H442	532
Richard Olson	Humanities	History	H532	580
George Sivanich	Social Science	Psychology	H554	536
Howard Thorsheim	Social Science	Psychology	H343	547
Robert Weir	Humanities	Religion	Y134A	571

Paracollege Directory

The names and figures below are accurate as of 25 August 1972. Addresses and phone numbers are in the 1972-73 St. Olaf College Directory.

Total Paracollege enrollment: 20

Seniors:	men	30	Sophomores:	men	33
	women	21		women	30
		51			63
Juniors:	men	39	Freshmen:	men	13
	women	28		women	13
		67			26

Seniors

Craig Adams
John Ause
Debbie Boeder
Karen Brademeyer
Pamela Clansky
James Eckstein
David Feroe
Paul Feroe
Beth Garnaas
Joan Halvorson
Anne V. Johnson
Jeffrey Johnson
Leif Knecht
Eric Lange
Cathy Larson
Lois Larson
Mark Lee
Theodore Lerud
Tom Lukens
Judy Lyon
Marylou Matoush
Joel McClain
Douglas McEneany
Holly Melzer
Fritz Nelson
Margaret Hanson
Ruth Nelson
Ann Newhall
Jeffrey Nicholson
Barbara Peterson
Richard Peterson
Wendy Peterson
Alonzo Plough
Ruth Pralle
Sharon Puelston
Stephen Robinson
Maarja Roth
David Rypka
Mark Samuelson
Jeffrey Schneider
Steven Seidel
John Shearer
Thomas Sibley
Peggy Simison
LeRoy Sorenson
James Staab
Christopher Sullivan
Terry Tanner
Thomas Taylor
Mark Wekander
Ellen Yurista

Juniors

David P. Anderson
David R. Anderson
Kathleen Bannerman
George Baran
Brian Bechtle
Terrence Becker
Brian Binger
Lynn Bjorkman
David Bly
Barbara Boysen
Mark Bretheim
Jill Butzin
Kristine Carlson
Thomas Caspar
John Christensen
Kalvin Dahl
Mark Dimunation
E. Peter Eichhorn
Erik Evenson
Sharon Foster
Barbara Fredrickson
Judith Gravdal
Michael Harum
Mark Ingvoldstad
Douglas L. Johnson
Pamela R. Johnson
Scott C. Johnson
Paul Knaplund
Charles Knudtson
JoAnne Kurhajec
Karen Landahl
Jean Lunde
Stephen Mann
Michael McManus
Mark Midthun
Paul Mundt
Eileen Nelson
Barbara Lauer

Janis Nelson
Larry Otteman
Mark Overland
Kurt Peterson
Mark E. Peterson
Paula Phillips
Jon Pratt
Nancy Radefeld
Jeri Reed
Melanie Schneider
John Seitz
Ronald Seymour
Thomas Smith
Kristi Spieler
Eric Stapp
Gretchen Steinhoff
Robert J. Swanson
S. Mark Swanson
Rahel Takle
Audrey Troth
Ellen Trygstad
Denison Tucker
Barbara Wessen
David L. Williams
Jeffrey Williamson
Mark Witkin
Cynthia Witman
Thomas Wright

Sophomores

Sharon Allerson
Allen Alvig
Amil Anderson
Margaret J. Anderson
Matthew Ayer
Rebecca Bauman
Anna Beatty
Mark L. Berg
Lois Bjorlie
Mark Bogenhagen
Patricia Bragstad
Jane Carlon
Rob Carlson
Craig Cherland
Eric Crump
Kathleen Dahl
Debra Dreese
Rebecca Felde
Kathy Followell
Susan Frankenberg
Gary Frederickson
Mark Freeman
Elizabeth Frohrip
Paul Hager
Paula Hassinger
Peter Helgeson
Sharon Hels
H. Thomas High
Bradley Hvistendahl
Warren Jagger
Kathryn Jensen
Clifton Johnson
Steven B. Johnson
Ian Kelley
Kent Kildahl
Sherman Lofgren
David Mathiason
Virginia May
Thomas McKee
Reid C. Nelson
Nancy Nilsen
A. Marijke Ossorio
Hershel Ousley
Angela Raun
Ann Reid
Natalie Riley
Thomas Schattauer
Wm. Robert Scott
Diane Shammas
Ruth Smestad
Karen Sorenson
Paul Sortland
William R. Taylor
Terry Therneau
Debra VanderVoort
Inga Velde
John Walton
William Walton
Erik Wogstad
Douglas A. Wright
MariJo Wunderlich
Barbara Zanzig
Jane Wilkens

Freshmen

John C. Baumann
David B. Bradley
Beth Brokering
Luanne Buchanan
Margaret Bucka
Jonathan Cartford
Kim Dotson
J. Kris Enquist
Brian Hushagen
Bradford Jensen
Deborah Klages
Robert Lace
Eric Larson
Barbara Lund
Raymond MacLachlan
Debra Mark
Cynthia Moe
Karl Ostby
Michael Pelikan
Jane Preston
Valija Rasmussen
Robert Rusert
Kathleen Seibel
Janet Swanson
Kristin Swanson
Paul Viren